

AMENDED IN ASSEMBLY MARCH 3, 2003

CALIFORNIA LEGISLATURE—2003–04 REGULAR SESSION

ASSEMBLY BILL

No. 54

Introduced by Assembly Member Oropeza

December 2, 2002

An act relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

AB 54, as amended, Oropeza. Teacher training: cultural competency.

Existing law establishes various training and development programs for teachers and administrators.

This bill would require the ~~California Research Bureau~~ *Commission on Teacher Credentialing*, in consultation with the State Department of Education, to contract with an independent evaluator to conduct a study of the availability and effectiveness of ~~cross-cultural~~ *cultural competency* training for teachers and administrators. The bill would require the study to focus on 10 culturally diverse schools that reflect the diverse demography and geography of California and would prescribe criteria for selecting those schools. The bill would set forth guidelines for conducting the study.

This bill would require the independent evaluator, upon the conclusion of the study, and on or before May 1, 2005, to submit to the appropriate policy committees of the Legislature a report that includes specified recommendations based on the results of the study.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. The Legislature hereby finds and declares both of the following:

(a) California's educational system continues to fail to meet the needs of its diverse pupil population.

(b) There is no system of accountability that ensures that teacher training in cultural differences and customs is available or effective.

SEC. 2. (a) The ~~California Research Bureau~~ *Commission on Teacher Credentialing*, in consultation with the State Department of Education, shall contract with an independent evaluator with proven expertise in design and research to conduct a study of the availability and effectiveness of ~~—cross-cultural~~ *cultural competency* training for teachers and administrators.

(b) The study shall focus on 10 culturally diverse schools that reflect the diverse demography and geography of California. The schools shall be selected for the study based on appropriate research methods. The criteria for school selection shall include, but not be limited to, all of the following:

(1) The cultural demographics of the pupil population within the school *including, but not limited to, linguistic demographics and the number of English learners.*

(2) The Academic Performance Index scores for each school. The study shall include schools that were previously ~~low performing~~ *low-performing* schools that have shown significant progress in their Academic Performance Index scores and include schools that were low-performing schools that have not shown significant progress in their Academic Performance Index scores.

(3) *The experience of teachers, including, but not limited to, the number of teachers with emergency credentials.*

(c) The study shall entail all of the following:

(1) Evaluating cultural competency training programs by doing all of the following:

(A) Assessing the availability and effectiveness of cultural competency training in teacher credentialing programs and professional development programs in which the teachers and administrators of each school have participated, including, but not limited to, university teacher preparation programs, university and district intern programs, distance learning schools, programs

1 implemented pursuant to the California Beginning Teacher
2 Support and Assessment System (Art. 4.5 (commencing with Sec.
3 44279.1), Ch. 2, Part 25), preinternship programs, and
4 professional development institutes.

5 (i) The study shall consider pupil performance as one of many
6 measures to determine the effectiveness of cultural competency
7 training programs.

8 (ii) The study shall also consider the Academic Performance
9 Index score of each school and their correlation to cultural
10 competency training.

11 (B) Describing the cultural competency component of the
12 training programs in which the teachers and administrators of each
13 school have participated.

14 (C) Reporting on identifiable differences in cultural
15 competency training in schools with a higher score on the
16 Academic Performance Index compared to schools with a lower
17 score on the Academic Performance Index.

18 (D) Determining whether cultural competency training
19 programs at each school are correlated to higher pupil
20 performance.

21 (E) Summarizing the participation rate of the teachers and
22 administrators of each school in teacher credentialing programs,
23 professional development programs, and other training programs.

24 (2) Evaluating teacher demographics at each school by doing
25 both of the following:

26 (A) Summarizing the training, experience, cultural
27 demographics, and other background characteristics of the teacher
28 and administrative population at each school.

29 (B) Summarizing the patterns, criteria, and attributes that are
30 priorities for staff hiring, compensation, and training at each
31 school.

32 (3) Evaluating the cultural demographics of the pupil
33 population at each school.

34 (4) Evaluating the commitment of each school to cultural
35 competency by doing both of the following:

36 (A) Determining whether each school and its school district
37 have a plan or timeline for achieving cultural competency in the
38 classroom.

1 (B) Discussing the responsiveness of each school and its school
2 district to their communities with regard to developing cultural
3 competency training programs.

4 (5) Evaluating parent interactions at each school by doing all
5 of the following:

6 (A) Describing the interaction between parents, parent
7 organizations, teachers, administrators, and pupils at each school.

8 (B) Describing the procedures and policies that influence the
9 interactions between each school and its administrators, teachers,
10 parents, parent organizations, and pupils.

11 (C) Determining whether cultural competency training is
12 effective in building connections between teachers,
13 administrators, pupils, and their families.

14 (D) Reporting on identifiable differences in community and
15 parental involvement in schools with higher scores on the
16 Academic Performance Index compared to schools with lower
17 scores on the Academic Performance Index.

18 (d) Upon the conclusion of the study, and on or before May 1,
19 2005, the independent evaluator shall submit to the appropriate
20 policy committees of the Legislature a report that includes
21 recommendations of all of the following, based on the results of
22 the study:

23 ~~(A)~~

24 (1) Ways to improve access to cultural competency training
25 programs for teachers and administrators who attend teacher
26 credentialing programs and professional development programs.

27 ~~(B)~~

28 (2) Criteria for cultural competency training programs.

29 ~~(C)~~

30 (3) Further studies that are necessary to provide information
31 about types of cultural competency training programs that
32 correlate to higher pupil performance.

33 ~~(D)~~

34 (4) A model program related to the results of the study that may
35 be implemented as a pilot program in other schools.

36 (e) For purposes of this section, the following phrases are
37 defined as follows:

38 (1) “Cultural competency” includes, but is not limited to,
39 adequate knowledge of diverse cultures, including languages, that



1 may be encountered by a teacher in the classroom and the
2 appropriate skills to work with pupils and their families.

3 (2) “Cultural demographics” includes, but is not limited to,
4 familial country of origin and language, cultural traditions, and
5 beliefs.

6 (3) “*Low-performing schools*” means schools that are ranked
7 in the lowest two deciles on the *Academic Performance Index*.

8 (4) “Pupil performance” includes, but is not limited to, test
9 scores, attendance rates, and graduation rates.

